



DAME DOROTHY PRIMARY SCHOOL
AND DAME DOROTHY DAY CARE
SPECIAL EDUCATIONAL NEEDS POLICY

Author's Name	Helen Burdon
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SIGNATURES	
Headteacher	<i>I Williamson</i>
Chair of Governors	<i>C Stafford</i>

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014) (

SENCO

Helen Burdon - 0191 5537610 – SENCO/Assistant Head teacher, SENCO from 2007

Definition

A child has special educational needs if he/she has significantly greater difficulty in learning “than majority of pupils of that age” or if he/she “has a difficulty that either prevents or hinders” her or him from “making use of educational facilities of a kind generally provided” for pupils of that age in mainstream schools within the LA. (SEN Code of Practice 2014)

The Code of Practice refers to four different types of special educational need;

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical.

Gifted underachievers are not mentioned in the Code of Practice but the school is committed to ensuring their academic achievements are commensurate with their ability. The school is also committed to ensuring higher ability pupils reach their full potential.

This policy should be read in conjunction with the safeguarding policy. At Dame Dorothy we recognise that some children with Special Needs are more vulnerable to abuse and exploitation. Some children may not be identified as having a special educational need but may have other factors that impact upon their progress and attainment and, as a school, we are committed to supporting all vulnerable groups. *See inclusion policy*

AIM

The community at Dame Dorothy work together to create a thriving enabling learning environment in which every pupil reaches their full potential.

As an inclusive and enabling school, we endeavour to meet the academic, social, and emotional needs of all pupils, regardless of any additional needs.

To enable children to work towards their future by equipping them with the ‘**Firm Foundations**’ needed to become an active citizen as they enter adulthood.

Dame Dorothy Primary School has a commitment to ensuring that we do not identify pupils as having special educational needs before we have offered good ‘quality first’ teaching.

(‘The Special Educational Needs and Disability Review – a statement is not enough’, Ofsted, September 2010)

Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. (SEN Code of Practice, 2014)

At Dame Dorothy, we aim ‘to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.’ (SEN Code of Practice Summary – NANSSEN, 2014)

Objectives

These objectives are written within the guidelines laid down in the **Special Educational Needs Code of Practice (2014)** and the **Special Educational Needs and Disability Regulations (2014)**.

Primary School our objectives are to:

- Provide the very best opportunities for all of our children and therefore provide a positive and active whole school response to SEND issues.
- To work within the guidance provided in the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- Identify and assess from an early age pupils who require SEN Support .
- Provide full access to the National Curriculum at a level appropriate to pupil needs.
- Develop teaching strategies and the skills of staff in dealing with special needs through partnership in the classroom, liaison with outside agencies, and through provision on In-service training.
- Involve parents regarding the educational needs of their child.
- Seek the views of the pupil and parents where possible in self-assessment, planning and target-setting.

Identification of pupil's SEN

The Code of Practice 2014 describes the 4 broad categories of need for SEN as mentioned in our definition of SEN. These 4 broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action school should take and does not fit a pupil into a category.

Dame Dorothy Primary identifies the needs of pupils by considering the needs of the whole child which will include not just the SEN needs of the pupil.

Within the COP 2014 it states that pupils who require 'SEN Support' will be part of a cycle identified as : assess. plan, do, review and this is achieved in school by:

- Information received from parents, outside agencies, other settings or schools prior to a pupil entering Dame Dorothy Primary School.
- Results of EYFS Baseline Assessments.
- Internal tracking procedures plus SATs/Interim SATs.
- PIVATS Assessments (Performance Indicators for Value Added Target Setting)
- Teaching observations made and recommendations from school staff.
- Cognitive Attainment Tests or Diagnostic Tests carried out by Educational Psychologists or Support Agencies.
- Assurance that differentiated quality first teaching has taken place prior to any concerns arising.
- Completion of an Initial Concerns Form with parents.

What is not SEN but may impact on the progress and attainment;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality.
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a pupil's behaviour will be described as an underlying response to a need which Dame Dorothy will recognise and identify clearly.

A Graduated Approach to SEN Support

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formally statements), an annual review meeting has to be held in addition to this.

Support plans and IEP's are used to record additional provision.

Process

The SENCo should be involved in preliminary discussions regarding the need for any initial concerns form to be filled in.

Following initial concerns linked to the CoP procedures the following will take place:

ASSESS

- Planned observations of the pupil and monitoring takes place over a period of time.

PLAN

- Information is compiled by the class teacher and support assistants, with the assistance of parents, and external agencies (where applicable) and recorded on an Initial Concerns Form
- SENCo should be informed and given a copy of the initial concerns form. An informal meeting is arranged with parent/carer (or this may take place at a parents' evening).

DO and REVIEW

If a pupil continues to cause concern, a graduated approach is taken using a system of 'Action' or 'Action Plus' (in accordance with Sunderland's Local Authority SEN team 2014) and the 'Asses, Plan, Do, Review' response to additional needs set out in the SEN Code of Practice 2014.

- A letter is sent inviting the parent/carer to discuss those concerns or a meeting may be verbally arranged between the parent/carer and class teacher and the meeting recorded.
- The class teacher must have made available relevant data regarding progress.
- The class teacher must provide evidence of the child working significantly below age-related expectations and evidence of how the class teacher has attempted to meet these needs.
- Parents agree to register the pupil at SEN Support.
- The SENCo must be informed of the outcome of meeting and pupil will be placed on the SEN register.

If parents fail to attend appointments the SENCo can notify parents of concern by letter or attempt to speak to the parent by telephone.

Pupil's identified as requiring SEN Support will be part of a Graduated Approach to SEND (2014) – which is undertaken through the Assess, Plan, Do, Review process

In Sunderland this graduated response will include a category of support identified as Action

Assessments will be completed, considered and explained to parents in order to fully involve them in any decision making process.

Targets will be set and a plan of action agreed to indicate any intervention or strategy over and above the normal differentiated, quality first curriculum in discussion with parents.

Targets should be linked to assessments, be discussed with the pupil and the parents, and be set using language that both the parent and pupil can understand. Targets and interventions must be included within the lesson planning, reviewed at least termly and parents' views on their pupil's progress sought. Wherever possible, the pupil will also take part in the review process and be involved in setting the targets.

Parents will be invited to discuss their child's progress after an agreed amount of time.

The plan of action will include:

The short-term targets set for the pupil.

Outcomes to be achieved.

Interventions to be accessed.

After a specified period of time: (Review)

- At least two formal minuted reviews/meetings must take place with parents to discuss progress, provision and the possibility of specialist assessment/advice which may be sought from other agencies. Following consultation with, and agreement of parents, the SENCo may complete appropriate referral forms requesting this.
- The pupil may be removed from the SEN register due to good progress being made, greatly reducing the attainment gap.

In Sunderland this graduated response will include a category of support identified as Action Plus

After collating evidence over a period of time, a request may be made (upon the agreement of parents), for additional advice and support to be sought. The Local Authority publish a 'Local Offer' on their website, outlining agencies and support available.

<http://www.sunderland.gov.uk/index.aspx?articleid=9785>

School Information Report – available on the School Website

The triggers for this, underpinned by evidence, may include:

- Little or no progress even when teaching approaches or interventions are targeted particularly in a pupil's identified area of weakness. (Action)
- Presents persistent difficulties that are not ameliorated by the strategies/techniques employed in school – a request for outside support or intervention is made.
- Continued sensory or physical difficulties, despite the provision of specialist equipment.
- Significant communication and/or interaction difficulties that impacts upon their ability to access the curriculum, even when differentiated.

At least two formal minuted reviews must take place with parents over the year.

Staff are expected to produce a report for the meeting following the agreed structure.

Education, Health and Care Plans (EHCP)

If a pupil's needs are so significant that they have made little or no progress at Action Plus, a request for an Education, Health and Care Plan may be made following a full assessment planning meeting held with all those involved with the pupil, including parents and other agencies. If all at the meeting agree, the appropriate form will be completed, signed and submitted with minutes to be discussed by the Local Authority Special Needs Panel.

Should the Local Authority agree to move forward with an EHCP, updated reports will be requested of the school and agencies involved. Parents are also invited to submit their views. When all reports have been received, including medical information, the Local Authority will arrange a further meeting at school with all professionals to draw up the EHCP.

Children with an EHCP

- Once a final EHCP has been issued, a Personal Learning Plan (PLP) will be drawn up to reflect the EHCP including any increased level of support/provision. The Headteacher in conjunction with the SENCo, staff involved, parents and (where possible) the pupil, will discuss the type and amount of support to be given.
- Informal reviews will continue to be minuted on the usual forms at Parental Appointments Evenings, but the Authority will set the term and deadline date for submission of minutes for one formal annual review. The first formal review is usually one year from the EHCP being issued. Again, all involved with the pupil will be invited to attend and the minutes submitted on a form issued by the Authority.

Criteria for exiting the SEN Register/Record

- Children will only be removed from the SEN register if staff and data show that enough progress has been made to narrow the gap.
- This will take place after a review with parents.

Supporting pupils and families

The Headteacher or member of the Senior Leadership Team meets potential pupils and parents/carers prior to school entry. The admission arrangements and procedures are explained to the parents/carers of Reception age pupils. For pupils transferring in from other schools, verbal and written evidence is sought along with SATs results, where appropriate.

Admission arrangements for disabled pupils are organised by the Headteacher in collaboration with parents following the guidance in the relevant Act of Parliament and the most recent Admissions Guidance from the Department for Education..

The Local Authority publishes a 'Local Offer' of services for children.

<http://www.sunderland.gov.uk/index.aspx?articleid=9785>

The school's Information Report should also provide clear guidance on the support available for families.

We would expect Parents to...

- Communicate with the school regularly. □
- Recognise the specific needs of their child. □
- Help their child to develop and improve their skills and meet targets.
- Attend review meetings as requested.
- Implement strategies at home as advised by the school or specialist agencies.
- (For pupils with an EHCP [or statement of SEN]) engage in an ongoing discussion through reviews as to the best placement for their child considering the specific needs of that child and the school's ability to meet those needs.
- Contribute to the decision making process about their child's education.

We would expect Pupils to ...

- Explore their own capabilities.
- Be active participants in their own self-development.
- Make the most of the full range of their abilities within the framework of opportunities provided.

Supporting Pupil with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Dame Dorothy Primary School has a Disability and Accessibility Policy on the website.

Monitoring of SEN pupils

SEN Support children at Action, Action Plus (Sunderland's graduated approach) and EHCP pupils are assessed/evaluated termly using PIVATS assessments and/or teacher assessment. These assessments are used to assist in the identification of clear targets to ensure progress.

Individual PIVATS assessment sheets are collated and kept in the child's SEN file. Outside agency assessments are also an integral part of the assessment process and feed into teacher assessments, particularly for those children within the Language Provision.

Assessment may also include deciding when to exit children from the SEN Register. Those children who make two terms of sustained progress, narrowing the gap between where they began working and where they are expected to be, will be removed from the SEN register. We will continue to monitor the progress.

Children will sit statutory assessments and tests where appropriate and/or mandatory. Extra time can sometimes be offered, as can timed breaks or the offer of a 'reader' to support with the reading of papers. This may be agreed by looking at assessments and administering 'screening' to gain standardised scores that exempt children from specific activities or gain them concessions. All of this is carried out under strict guidelines set by DfE (Department for Education). The SEND-Co and relevant staff (Year 2/6 staff) will administer any concession screening required.

During review meetings termly we collate evidence of parent views, pupils views and staff views to promote a process of continual review and improvement of provision for all pupils.

Evaluating the effectiveness of SEN procedures is ensured through:

- Tracking systems – monitoring academic and social progress of pupils with special educational needs via half-termly pupil progress meetings, SATs or optional SATs and PIVATS data.
- Challenge meetings between all staff to determine the effectiveness of intervention and support.
- Regular meetings with teachers and support staff to review progress and provision for pupils with SEN.
- Reviewing differentiated materials.
- Following advice from outside agencies e.g. Educational Psychologist, SALT.
- Discussion with the Governing Body and curriculum co-ordinators.
- Up-dating provision/procedures through school INSET and the Local Authority.
- SENCo observing lessons for differentiation and appropriate provision.
- SENCo reporting to Headteacher and governors.
- SENCo reviewing contents of class SEN files.

Staff Training

(Linked to School Information Report)

- The school provides when appropriate in-house training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD).
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AoT) / Specialist Speech and Language Therapists.
- We have highly experienced teaching staff and support staff able to support other staff working with children with Speech, Language and Communication difficulties and Autistic Spectrum Disorder.
- Staff access specialist courses provided by outside agencies and other schools.

Resources for SEN/Adapting the Curriculum (Included in the School's Information Report)

- Staff may reduce the amount of language they use in the classroom.
- Staff may request and order specialist pieces of equipment
- Recording of work may look different for SEN children. This may include:
 - Learning stories and photographs of activities/learning taking place.
 - Access to equipment such as, cameras, ipads, laptops
 - Larger lines in books.
 - The use of a different pencil/pen to support hand grip.
- Classrooms use, and display a visual timetable when appropriate.
- Staff may pre-teach any vocabulary prior to a lesson to enable children to follow the learning.
- Staff may provide a 'low arousal' work station or learning environment – lessening distractions.
- Classrooms have an alphabet strip available and word mats.
- Resources for pupils with special educational needs are regularly reviewed to ensure work can be differentiated to meet their needs.
- Specialist staff from the Language Provision may offer staff advice on developing their learning environment to meet the needs of pupils with Speech, Language and Communication Difficulties.

Roles and Responsibilities

The Governing Body:

- Have overall responsibility for the school's SEND policy, funding, and reporting annually to parents.
- Have overall responsibility for ensuring the operation of the Language Provision as commissioned by the Local Authority.

The link Governor:

- Ensures that provision of a high standard is made for all SEND students.
- Ensures that all SEND students are fully involved in school activities.
- Meets regularly with the Senior Managers to discuss SEND issues.
- Requests training where appropriate.
- Challenges the Headteacher/staff/SENDCo in a supportive manner to ensure outcomes for all SEND children are of high quality.

The Head Teacher:

- Ensures that appropriate budget is allocated to the provision of resource materials for use with SEND students
- Quality assures the work of the SENCo
- Ensures that there is access to training opportunities and appropriate expertise for all staff
- Ensures that the commissioned alternative provision is rigorously developed in line with the LA funding arrangements and that all monitoring of the provision is reported to the Governing Body and the relevant Local Authority officer.

The SENDCo:

- Oversees the day-to-day operation of the school's SEN policy.
- Supports staff in identifying and assessing children who may have additional needs.
- Co-ordinates provision for pupils with SEN.
- Liaises with and advises teaching and support staff as to how they can plan for, support and monitor pupils
- Oversees the records of pupils with SEN including maintaining the SEN register
- Contributes to the In-service training of staff.
- Contributes to the policies related to SEN e.g. Disability Equality Scheme
Liaises with outside agencies including Educational Psychology Service, Behaviour Support Service, Health Education Services, Learning Support Services, Child Protection Services, Educational Welfare Services and medical services, connexions, voluntary bodies.

Contact Details:

H.Burdon – 0191 5537610

Safeguarding/LAC – Mr. I. Williamson – Headteacher

SEN Governor – Mrs. B. Roberts

The Core Subject Leaders:

- Work with the SENCo and Head Teacher to train staff and introduce new programmes involving students with special needs in the core subjects
- Ensure that programmes for pupils with SEND are prioritised in curriculum development

Teachers:

“High quality teaching which is differentiated and personalised should be available for all pupils.” (CoP 2014) Teachers have responsibility for:

[Linked to School Information Report](#)

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCo/Inclusion Manager) know as necessary.
- Writing Pupil Progress targets and sharing and reviewing these with parents at least once each term, whilst planning for the next term.
- Providing Quality First Teaching for your child as identified on the school provision map and intervention plans and “Including all Pupils” Local Authority documentation.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Adapting the curriculum to meet your child's needs
- Ensuring any specialist equipment required for your child is available or can be made available.
- Reviewing your child's needs and making adaptations that may be additional and different to the existing curriculum/provision.
- Recording your child's work in an appropriate way.

Teaching Assistants: Line Manager H. Burdon SENDCO

- Have specific responsibility for interventions for **groups of students** with or without SEND.
- Have an appropriate amount of delegated responsibility (identified in teachers plans and to the extent specified in their job descriptions) for specific groups of students whilst based in the classroom, or in curriculum / learning activity.
- Liaise/plan with teachers and SENCo for the provision of students with SEN.
- Discuss progress with teaching staff and attend progress meetings.
- Comply with their job descriptions in supporting individuals, groups, the teacher, the learning environment.
- Contribute to the writing of class based targets.
- Contribute to reports that inform any reviews of learning.

Outside agencies

Other professionals are welcomed into school to provide advice and support. The SENCo will organise all visits with the professionals and will keep a record of dates and actions resulting from these visits. Reports will be copied for the class teacher and will be filed in individual pupil's files held by the SENCo.

The Local Authority publish a Local Offer:

<http://www.sunderland.gov.uk/index.aspx?articleid=9785>

This outlines the additional support and expertise available through the Local Authority that can be accessed by parents and the school.

Storing and managing information

- SEN information is highly confidential and current information is kept in a locked cupboard or cabinet.
- School follows school policy for information management and confidentiality which includes how long documents are stored, when they should be destroyed, where they are kept etc

Reviewing the Policy

- SENDCO, staff and governors review the SEN policy annually.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Las to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Handling Complaints

Parents/carers can contact the Headteacher, SENCo, or class teacher and arrange an appointment to discuss issues that arise. (Refer also to the Governing Body procedures for dealing with complaints)

Transfer to Secondary Education

- When a pupil with a statement of SEN or an EHCP is in Year 5, evidence will be gathered and a formal review held before the end of Year 5, to discuss the pupil's future placement.
- For pupils who are at Action Plus in Year 6 – the SENCo of the receiving secondary school will be invited to attend a formal review in the Spring Term.
- Pupils at Action will be discussed by the SENCo with the SENCo(s) of their receiving schools in the summer term of Year 6.

Transfer to other schools

All SEN records will be updated and passed to the pupil's new school.

Bullying

- Read in conjunction with Anti-Bullying policy

Other relevant policies and documents

- SEN Information Report, 2014 – see website
- Governor's annual report
- Inclusion policy
- Disability and Accessibility Policy
- Safeguarding policy
- Anti-bullying policy